

HUGHES MIDDLE

122 DeOyley Avenue
Greenville, SC 29605

GRADES 6-8 Middle School

ENROLLMENT 934 Students

PRINCIPAL Dr. Lorraine Watson 864-299-8363

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	25	8	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No

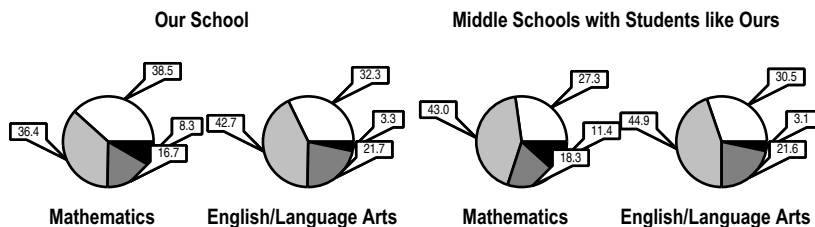
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	912	99.7	32.1	42.9	21.7	3.3	34.3	Yes	Yes
Gender									
Male	460	99.6	33.6	41.6	21.5	3.3	32.7		
Female	452	99.8	30.5	44.2	22.0	3.3	35.9		
Racial/Ethnic Group									
White	326	100.0	20.1	35.4	37.3	7.3	54.8	Yes	Yes
African-American	547	99.5	40.2	47.5	11.5	0.8	20.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	30	100.0	26.9	53.8	19.2	0.0	34.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	776	99.9	25.7	45.5	24.9	3.8	38.7		
Disabled	136	98.5	71.8	26.5	1.7	0.0	6.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	912	99.7	32.1	42.9	21.7	3.3	34.3		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	910	99.7	32.1	42.9	21.7	3.3	34.3		
Socio-Economic Status									
Subsidized meals	482	99.4	42.7	46.5	10.2	0.7	19.0	Yes	Yes
Full-pay meals	430	100.0	20.6	39.0	34.3	6.1	51.0		

Mathematics - State Performance Objective = 15.5%									
All Students	912	99.8	38.4	36.5	16.8	8.3	33.8	Yes	Yes
Gender									
Male	460	99.8	36.4	34.7	17.9	11.0	37.3		
Female	452	99.8	40.4	38.3	15.6	5.7	30.3		
Racial/Ethnic Group									
White	326	100.0	19.1	38.9	25.5	16.6	51.0	Yes	Yes
African American	547	99.6	50.8	35.7	11.3	2.2	22.2	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	30	100.0	30.8	30.8	19.2	19.2	42.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	776	99.9	31.7	39.5	19.1	9.7	38.8		
Disabled	136	99.3	79.7	17.8	2.5	0.0	2.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	912	99.8	38.4	36.5	16.8	8.3	33.8		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	910	99.8	38.4	36.5	16.8	8.3	33.8		
Socio-Economic Status									
Subsidized meals	482	99.6	50.5	36.7	10.1	2.7	20.3	Yes	Yes
Full-pay meals	430	100.0	25.2	36.3	24.0	14.5	48.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	330	99.4	36.2	37.9	20.5	5.4	25.8
	Grade 7	278	99.6	32.4	45.1	20.9	1.6	22.5
	Grade 8	281	98.9	35.8	42.7	18.1	3.5	21.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	305	99.7	38.0	36.3	21.9	3.8	25.7
	Grade 7	340	100.0	28.7	47.9	21.1	2.2	23.3
	Grade 8	267	99.6	30.9	43.0	22.3	3.9	26.2

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	330	99.7	37.1	36.1	14.4	12.4	26.8
	Grade 7	278	100.0	46.1	33.5	15.7	4.7	20.5
	Grade 8	281	100.0	48.5	37.0	9.5	5.0	14.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	305	100.0	29.7	36.5	21.5	12.3	33.8
	Grade 7	340	100.0	38.5	35.6	16.4	9.5	25.9
	Grade 8	267	99.6	49.6	37.1	11.3	2.0	13.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 934)				
Students enrolled in high school credit courses (grades 7 & 8)	21.0%	Down from 24.5%	12.9%	14.6%
Retention rate	1.2%	Down from 2.0%	3.1%	3.0%
Attendance rate	95.9%	Down from 96.6%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%		5.7%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.7%		5.5%	5.3%
Eligible for gifted and talented	22.2%	Down from 23.0%	17.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.5%	Up from 13.8%	14.4%	13.9%
Older than usual for grade	2.2%	Down from 3.2%	4.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.2%	0.7%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	44.9%	Down from 47.2%	45.6%	48.7%
Continuing contract teachers	79.6%	Up from 75.5%	85.2%	81.7%
Highly qualified teachers**	89.5%	N/A	92.0%	90.4%
Teachers with emergency or provisional certificates	11.4%		5.6%	5.3%
Teachers returning from previous year	85.0%	Down from 85.9%	86.8%	85.1%
Teacher attendance rate	96.3%	Down from 98.4%	95.1%	94.8%
Average teacher salary	\$37,887	Up 0.1%	\$40,108	\$40,566
Prof. development days/teacher	8.4 days	Down from 10.1 days	11.3 days	11.0 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	3.3
Student-teacher ratio in core subjects	25.5 to 1	Up from 24.2 to 1	21.9 to 1	21.3 to 1
Prime instructional time	91.7%	Down from 94.0%	89.2%	89.3%
Dollars spent per pupil*	\$4,836	Up 1.4%	\$5,567	\$5,821
Percent of expenditures for teacher salaries*	60.5%	Up from 58.8%	61.2%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Up from 95.2%	95.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Hughes Academy faculty and staff continue to concentrate on the process that spurs continuing improvement: evaluating where we are, determining what we can do to improve, and identifying what we need to make those improvements. This year we have identified and focused on making improvements in the following areas: raising the academic challenge and performance of each student enrolled at Hughes Academy; providing increased opportunities for students to acquire the skills needed to select and apply technology across the curriculum; providing a supportive school environment that promotes student learning; and improving communications between the home, school and community.

Our staff worked extremely hard in pursuit of our performance goals. Our teachers participated in many classes and professional development programs that focused on instructional strategies, assessment, data analysis, program effectiveness, curriculum and communications. The strategies and techniques learned were implemented in the classrooms to help bring about increased learning opportunities for students. We will continue to look for ways to ensure academic progress for all students.

Our students were given opportunities to broaden their educational opportunities in the classrooms and beyond. In addition to the grade level curriculum, our students were given the opportunities to take high school credit courses and select from a variety of other mini-courses designed to extend and broaden the knowledge gained in the basic curriculum. Additionally, they were given the opportunity to participate in after-school enrichment activities, such as chess competitions, Beta Club, UN Nations Club, science clubs, robotics, band and music, math clubs, sports, and other academic, artistic, and social activities. Many of these activities provided additional opportunities for students to compete in local, state, and regional competitions.

Our community continues to be a vital part of School. Our award winning PTSA continues to initiate and support an incredible number of opportunities for students and parents on our campus. Their hard work has led to immense parental involvement in both the regular school day and in extra-curricular activities. Our School Improvement Council continues to evaluate and offer valuable input related to improving the academic environment for our students. Area businesses provide Hughes with many resources, including tutors, resources speakers, financial support for incentive programs and other. The support from these entities has enabled us to accomplish much more than would have been otherwise possible.

Shirley S. Chapman, Principal

Joe Frasher, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	218	52
Percent satisfied with learning environment	63.6%	60.8%	66.7%
Percent satisfied with social and physical environment	66.7%	63.6%	56.9%
Percent satisfied with home-school relations	64.5%	84.5%	47.1%

*Only students at the highest middle school grade level at this school and their parents were included.